

Extended Reading Intervention Program

School Administrator's Information Packet 2007-2008

State of Idaho Department of Education
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Extended Reading Intervention Program

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Also Included in Packet and Available on Website (www.sde.state.id.us/reading/intervention)

Online Application Checklist (Common Application Errors)

Assurance Form

District Fund Distribution List – (will be mailed, and posted online, in late October)

Request for Test Material

(Sample – Actual Form is for District Test Coordinator use only.)

Idaho’s Comprehensive Literacy Plan

Extended Reading Intervention Program

Overview

Idaho Code §33-1615

EXTENDED YEAR READING INTERVENTION PROGRAM. The board of trustees of each school district shall establish an extended year state board approved reading program for students identified as below grade level on reading assessments in kindergarten through grade three (3). The program shall be the equivalent of forty (40) hours of instruction. Subject to an amount appropriated, instructional costs of the extended year reading intervention program shall be reimbursed by the state, with the exception of transportation which shall be reimbursed at an amount not to exceed thirty dollars (\$30.00) per student per session. For the purpose of program reimbursement, the state department of education shall adopt reporting forms, establish reporting dates, and adopt such additional guidelines and standards as necessary to accomplish the program goals that every child will read fluently and comprehend printed text on grade level by the end of the third grade. Districts shall apply for an intervention program reimbursement based on a reporting procedure developed and administered by the state department of education. Intervention program participation and effectiveness by school and district shall be presented annually to the state board, the legislature and the governor.

Funding

School districts and Independent Charter Schools (LEA) may receive state reimbursements up to \$150 per eligible student to provide the equivalent of forty hours of reading intervention. Districts and Independent Charter Schools (LEA) with less than 10 eligible students may receive a minimum amount of \$1,500. **(Due to an increase of 1's our budget can not support the amount indicated. We will let you all know the amount that will be given as soon as we figure what the budget can handle.)**

Reimbursed instructional costs may include costs associated with:

- instruction and administrative expenses;
- purchase of instructional materials;
- administration of pre- and post-intervention testing (WDRB).

In addition to the above reimbursement, districts may also receive \$30 per eligible student for transportation costs.

Student Eligibility

To determine the number of eligible students for funding purposes, the State Department of Education uses the number of students that score a "1" on the fall IRI. A district fund distribution list, indicating the maximum reimbursement amount for each district and independent charter school will be sent in late October (after fall IRI scores are reported and compiled).

In determining whether a student is eligible for participation in the reading intervention program, the State Department of Education established the following criteria:

Extended Reading Intervention Program

1. Score of “1” on the Idaho Reading Indicator (IRI). All students scoring a “1” on the regular IRI are entitled to receive reading intervention services.
2. Teacher recommendation based on student’s reading performance.
Recommendations **may** include, but are not limited to the following:
 - a. results of the Woodcock Diagnostic Reading Battery (WDRB);
 - b. results of additional testing;
 - c. taped recording of child’s oral reading;
 - d. anecdotal record;
 - e. portfolio indicating student progress;
 - f. work sample;
 - g. other professional’s recommendation;
 - h. checklist of student needs.
3. Parent approval of reading intervention program participation.

Program Staffing

For accountability purposes, the State Department of Education requires that districts have certified teachers to supervise all Extended Reading Intervention Programs. Educational assistants may be used to provide reading intervention instruction under the supervision of the certified teacher.

Instruction shall be provided at a maximum teacher-student ratio of one to ten.

Program Approval and Reimbursement

At the discretion of the local school board, Extended Reading Intervention Programs may be provided before and/or after school (Extended Day); during the summer (Extended Year) or intercession (year-round school track breaks); on weekends or during the regular school day (Other). Local administrators have the responsibility to determine which program type would best serve their students.

NOTE: Intervention during the regular school day is only approved for those schools whose normal instructional hours exceed the state minimum. For these programs, it must be documented in the program application that instructional hours exceed the state required regular hours of instruction (450 for kindergarten; 810 for grades 1-3). Intervention must supplement, rather than supplant reading instruction the students would normally receive during the school day.

The Extended Reading Intervention Program application is established, reviewed, approved and assured for compliance by the local school board and administrators. After local approval, the application is submitted, online, to the State Department of Education for final approval and reimbursement to the district office.

Each building administrator is required to submit, online, the Extended Reading Intervention Program application for the students in their building. For intervention services, building administrators may choose to send their students to another building or a district-wide program, however, the building administrator is still required to submit an application and to evaluate the program’s effectiveness for their students.

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If a building administrator has students that are eligible for reading intervention, based on a fall IRI score, but will not be participating in the program, the first page of the application must include a comment as to why that student will not be served. Every student that qualifies for intervention services must be accounted for in the application process.

When all building applications in a school district have been received, and approved by the state reading coordinator, reimbursement for the school district will be sent to the district office.

You may submit the online application at anytime, however the **application deadline is the first Friday in May.**

Districts with missing applications as of June 1 will not be sent reading intervention program funds for that school year.

Program Effectiveness and Reporting Procedures

The State Department of Education is required, by law, to report participation and effectiveness of the Extended Reading Intervention Programs, **by building and district.**

For evaluation purposes, the Woodcock Diagnostic Reading Battery (WDRB) will be administered prior and subsequent to intervention. Approved and adopted by the State Department of Education, the WDRB provides insightful diagnostic reading skill information from which to furnish effective and efficient reading instruction, as well as valuable pre- and post-intervention effectiveness program information. To simplify the reporting process, each school will submit only the Averaged Raw Scores (RS) of the WDRB for each grade level to the State Department of Education. These scores will provide the necessary test data to evaluate program effectiveness.

Each building administrator is required to evaluate the program effectiveness for their students. Using the program application, they evaluate and rate each of the program's components using a four-point scale. This information is compiled and presented to the state board of education, the legislature and the governor. (Idaho Code §33-1615)

Please note: If students attend an intervention program at a central district location, information regarding that intervention program must be forwarded to the student's school of origination. Program effectiveness, including WDRB scores for that student is reported by their building administrator.

Program evaluations and WDRB scores are due by the first Friday in September.

Extended Reading Intervention Program

Application and Reporting – Data Collection

There are two steps to the application and reporting process for Extended Reading Intervention Programs.

Each school building administrator is responsible for applying for and reporting on the program for the eligible students in his/her building.

Step One (Program Application - must be submitted online by first Friday in May)

Each building administrator is required to submit, online, the Extended Reading Intervention Program application for the eligible students in his/her building. Building administrators may choose to send their students to another building for the intervention program, or to a district-wide program, however, the building administrator is still required to submit an application for his/her students.

If eligible students will not be participating in an intervention program, the reason that the students are not being served must be reported by the students' building administrator on the school's online application.

The Extended Reading Intervention Program application is completed and submitted online at www.sde.state.id.us/reading/intervention, using the school's WDRB password. From this website:

1. Select your school district and school from the drop-down lists.
2. Edit the program contact name and information.
3. Enter the number of *anticipated* Extended Reading Intervention Program Participants for each grade level K-3. (The pre-populated fields indicate the number of eligible students, based on fall IRI scores). The number of anticipated students served must match, or exceed, the number of eligible students.
4. Indicate whether additional busing is required for participating students. If yes, indicate the number of anticipated students requiring additional busing.
Note: Districts receive requested busing reimbursement for up to, but not exceeding, the number of qualified students.
5. Select the program plan type (extended year, extended day, intersession, or other) that the school will establish, or participate in. Check all program plan types that apply to your school.
6. For each program plan type selected, provide the following information:
 - a. days offered;
 - b. time of day;
 - c. staffing plan;
 - d. instructional materials;
 - e. instructional strategies;
 - f. parent notification method.
7. Print the completed application for your records. *Do not send a printed copy of the application to the SDE!*
8. Review application and obtain district and local board approval.

Extended Reading Intervention Program

9. Print and complete the assurance form, obtain required signatures and FAX the one-page assurance form to the State Department of Education. Do not fax the application, only the assurance form.
10. Submit application online.

Funds will only be sent to the districts in which each school has an approved Extended Reading Intervention program application on file by June 1.

Districts will NOT receive Extended Reading Intervention funds if any of their schools do not have an approved application on file for that school year.

Step Two (WDRB Scores/Program Evaluation - must be submitted by first Friday in September)

Woodcock Diagnostic Reading Battery (WDRB) Pre- and Post-intervention Scores

Each student participating in an Extended Reading Intervention Program must be assessed, using the WDRB, before and at the conclusion of the intervention program.

Students are given the following subtests:

- | | |
|-----------------|---|
| Kindergarten: | Incomplete Words
Sound Blending |
| Grades 1, 2, 3: | Letter Word Identification
Word Attack |

Note: Trained test administrators shall administer the subtests by carefully following the directions outlined in the WDRB Examiner's Manual and the WDRB K-3 training video/CD. (See WDRB Quick Tips in this packet for additional information, including starting points, basal and ceiling scores and scoring rules.)

The building administrator reports each **grade-level average Raw Score (RS)**. These scores are reported at: www.sde.state.id.us/reading/intervention, using the school's WDRB password.

Program Evaluation

Each building administrator is required to evaluate the program effectiveness for their students. Using the program application, they evaluate and rate each of the program's components using a four-point scale. This information is compiled and presented to the state board of education, the legislature and the governor. (Idaho Code §33-1615)

The website for reporting the program evaluation is the same as the application site: www.sde.state.id.us/reading/intervention.

1. Select your school district and school from the drop-down lists.
2. If necessary, update program contact name and email address.

Extended Reading Intervention Program

3. Enter the number of *actual* participants in each grade level. (The *two* pre-populated fields indicate the number of eligible students and the number of anticipated students provided in the application.)
4. Enter the *actual* number of students that required additional busing. Note: Districts receive requested busing reimbursement for up to, but not exceeding, the number of qualified students.
5. For each program plan type shown (those listed on the school's application), rate the effectiveness of each program component. In addition to your personal observation, use attendance data, WDRB data and input from participating students, intervention program and classroom teachers, and parents.
 - g. days offered;
 - h. time of day;
 - i. staffing plan;
 - j. instructional materials;
 - k. instructional strategies;
 - l. parent notification method.

For each program component, the following rating scale will be used:

Not Effective	Somewhat Effective	Effective	Very Effective

Extended Reading Intervention Program

Woodcock Diagnostic Reading Battery (WDRB)

WDRB Quick Tips

Administration and Scoring

Test administration information is found in the WDRB Examiner's Manual on Pages 21 – 28, and also on the WDRB K-3 training video/CD.

Kindergarten

- Incomplete Words

Starting Points: After completing the sample items, all students begin the Incomplete Words test with Item 1.

Basal: Since all students will begin with sample items, it is not necessary to establish a basal for this subtest.

Ceiling: Testing may be discontinued when a student reaches the ceiling level by missing seven consecutive items.

Tape Player: This test requires use of a tape player and the Test Tape. Check before testing begins that the volume is adjusted correctly. Look away from the student while the test item is presented from the tape. Look expectantly at the student after the double beep to encourage a response. You may pause the tape if additional time is necessary.

Scoring Rules: Correct responses receive 1 point. Count the total number of correct responses. Enter that number in the Raw Score box on the student record form.

- Sound Blending

Starting Points: After completing the sample items, all students begin the Incomplete Words test with Item 1.

Basal: Since all students will begin with sample items, it is not necessary to establish a basal for this subtest.

Ceiling: Testing may be discontinued when a student reaches the ceiling level by missing seven consecutive items.

Tape Player: This test requires us of a tape player and the Test Tape. Check before testing begins that the volume is adjusted correctly. Look away from the student while the test item is presented from the tape. Look expectantly at the student after the double beep to encourage a response. You may pause the tape if additional time is necessary.

Scoring Rules: Correct responses receive 1 point. Count the total number of correct responses. Enter that number in the Raw Score box on the student record form.

Grades 1–3

- Letter-Word Identification

Starting Points: Kindergarten students begin with Sample A.

Basal: Since all students will begin with Sample A, it is not necessary to establish a basal for this subtest.

Ceiling: Test by complete pages until the six highest-numbered items administered are failed or until the page with the last test item has been

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administered. In other words, continue administering complete pages until six in a row are failed. If an item on a page is correct AFTER the six in a row failed mark has been established, continue testing, by complete page until six in a row are missed.

Scoring Rules: Correct responses receive 1 point. Do not penalize a student for mispronunciations resulting from speech defects, dialects, or regional speech patterns. Count the total number of correct responses. Enter that number in the Raw Score box on the student record form.

- Word Attack

Starting Points: Begin with the sample items for all students.

Basal: Since all students will begin with sample items, it is not necessary to establish a basal for this subtest.

Ceiling: Test by complete pages until the six highest-numbered items administered are failed, or until the page with the last test item has been administered. In other words, continue administering complete pages until six in a row are failed. If an item on a page is correct AFTER the six in a row failed mark has been established, continue testing, by complete page until six in a row are missed.

Scoring Rules: Correct responses receive 1 point. Do not penalize a student for mispronunciations resulting from speech defects, dialects, or regional speech patterns. Count the total number of correct responses. Enter that number in the Raw Score box on the student record form.

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Support Material

Enclosed are several items to assist your Extended Reading Intervention efforts:

Student Reading Intervention Record Form

Each student participating in a reading intervention program shall have a record of participation in his/her permanent file. This form is provided as a sample of what to include on the student record.

Sample Parent Information Letter – English

This sample letter is included for you to modify and use as needed to inform parents of the reading intervention program.

Student Registration / Parent Permission Form

This form will assist schools in gathering student information for those enrolled in the reading intervention program. Parent signature provides permission for student participation.

Sample Parent Information Letter in Spanish

This sample letter is included for you to modify and use as needed to inform Spanish-speaking parents of the reading intervention program.

Program Planning Questionnaire

This questionnaire was developed to assist schools in preparing an effective reading intervention program plan.

Request for Test Material Form

This is the form that the district test coordinator uses to order test material for your district. When you require test material, contact your district test coordinator.

Idaho's Comprehensive Literacy Plan

This plan has been included in this packet to assist schools in the planning and implementation of the reading intervention program. Materials, strategies and activities should align with Idaho's Comprehensive Literacy Plan.

After fall IRI scores are reported and compiled (late October), the following is sent to schools and districts, and posted on the Reading Intervention website (www.sde.state.id.us/reading/intervention).

Funding – District Distribution List

This list details the maximum reimbursement amount for each district for the current school year. This amount is calculated from the number of students that scored a "1" on the fall IRI.

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Student Reading Intervention Record

Complete a separate record form for each intervention program the student attends.

Student Name: _____ Grade Level: _____

Classroom Teacher: _____ School: _____

Date of Intervention Program: _____ Intervention Instructor: _____

Does Classroom Teacher concur with the need for Reading Intervention? Yes _____ No _____

Classroom Teacher's Recommendations / Comments: _____

Describe the Intervention Program type (Extended Year, Day, Intersession, Other):

Intervention Instructor's Comments: _____

Attachments

- ✓ Parent Permission Form
- ✓ _____

(List student's pre- and post-intervention WDRB test scores on reverse side of this form.)

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Woodcock Diagnostic Reading Battery (WDRB)

Pre- and Post-intervention Test Scores

List the appropriate grade-level pre- and post-intervention WDRB test scores for this student.

Kindergarten

Subtest	Pre-Intervention Raw Score	Post-Intervention Raw Score	Difference
Incomplete Words			
Sound Blending			

Grades 1, 2, or 3

Subtest	Pre-Intervention Raw Score	Post-Intervention Raw Score	Difference
Letter-Word Identification			
Word Attack			

Extended Reading Intervention Program

Parent Information Letter (Sample)

School District # (number) is offering an Extended Reading Intervention program to provide additional opportunities for our students to improve their reading skills. Our goal is to ensure that all students read at grade level. Your child's teacher has recommended your child as one who could benefit from additional reading instruction and practice.

Extended Reading Intervention will take place at the following place and time.

School _____

Address _____

Phone Number _____

Dates _____

Days of Week _____

Times _____

Additional Information:

Buses will/will not transport your child to Extended Reading Intervention from several key pick-up points around the district. Please contact (name) at (phone number) to learn the location nearest you.

Breakfast and lunch will/will not be provided for all participating students with/without charge.

A Parent Education Class will take place that will help you learn some ways that you can help your child become a better reader. We hope that you will take advantage of this valuable opportunity. We plan to offer the class at a variety of times to best meet our students' parents varied needs. Please indicate which best fits your schedule:

M T W Th F Morning Afternoon Evening

Students will meet in the lunchroom for their classroom assignments on the first day of Extended Reading Intervention.

If you have questions, please call: (Name)
 Extended Reading Director
 (Phone number)

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Student Registration / Parent Permission

Please Print

Name: _____

Home Address: _____ Phone: _____

Age: _____ Birth date: _____ Grade: _____ Male: _____ Female: _____

Current School _____

Medication (What? Why? When?) _____

Custody issues or other important information: _____

Mother: _____ Father: _____

Daytime phone: _____ Daytime phone: _____

Place of work: _____ Place of work: _____

Sitter's Name: _____ Phone: _____

Sitter's Address: _____

Emergency contact: _____ Phone: _____

Emergency contact must be able to come and pick up your child if you are not available.

I give my permission for my child, named above, to participate in the Extended Reading Intervention Program, which will include pre- and post-intervention testing using the Woodcock Diagnostic Reading Battery assessment.

Parent Signature

Date

Extended Reading Intervention Program

(Sample)

EJEMPLO

EXTENDIENDO EL TIEMPO DE LEER

El distrito escolar #_____ esta ofreciendo extender el tiempo de lectura para mejorar las habilidades de leer en nuestros estudiantes. Nuestra meta es obtener que todos los estudiantes lean al nivel de su grado. La maestra de su niño/a ha recomendado que el / ella participe en este programa de lectura.

El horario y localidad de las clases es:

Escuela: _____

Dirección: _____

Numero do teléfono: _____

Fecha: _____

Días de la Semana: _____

Tiempo: _____

Información adicional:

Los niños que asisten a este programa podrán/ no podrán ser recogidos por autobuses en lugares asignados. Por favor contacte (nombre) al (numero de teléfono) y pregunte por (nombre) para que le digan el lugar asignado mas cercano de su casa.

Los estudiantes que participan en este programa pueden o no pueden obtener almuerzo con o sin costo a Ud.

A los padres se les ofrecerá una clase la cual ayudara adquirir ciertas maneras para que Ud. Pueda ayudar a su niño que lea mejor. Esperamos que aprovechen esta oportunidad. Estas clases serán conducidas en diferentes horas para que todos los padres puedan asistir. Por favor indique cual seria el mejor día(s) y horario para Ud.

L M M J V En la Mañana En la Tarde En la Noche

En el primer día de clases los estudiantes se reunirán en el salón de almuerzo, para obtener su horario de clase.

Si tiene alguna pregunta, por favor llame:

(Nombre)
Director del Programa de Leer Extendido
(Numero de teléfono)

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Program Planning Questionnaire

This questionnaire was created to assist schools in the preparation of an effective Extended Reading Intervention Program.

- Using the results of your school's Idaho Reading Indicator (IRI) (Teacher Summary Workbook) that includes data from kindergarten through third grade, respond to the following:
 1. What strengths/weaknesses do you observe?
 2. Within specific populations (LEP, special education, etc.) what trends, such as improvements or digressions do you observe?
 3. What needs do you perceive to be of greatest priority in kindergarten; first grade; second grade; or third grade?
- Carefully review the pre-intervention subtest results of the Woodcock Diagnostic Reading Battery (WDRB) and respond to the following:

Kindergarten:

Do the students respond well to the missing sounds on the **Incomplete Words** subtest on the WDRB?

Yes___ No___

Are the students able to blend word in the **Sound Blending** subtest?

Yes___ No___

If you have marked "No" to one or more of the above questions students would benefit from remediation in phonemic awareness so they can learn to hear and manipulate sounds.

Also, please refer to the updated IRI Instructional Support Guide for further teaching suggestions for Kindergarten students as you design your Extended Reading Intervention Program.

First, Second and Third Grade:

Do the students respond well to the **Letter-Word Identification** subtest on the WDRB?

Yes___ No___

Are the students able to sound out the nonsense words in the **Word Attack** subtest?

Yes___ No___

If you have marked "No" to one or more of the above questions students would benefit from remediation in word attack skill and phonics.

Also, please refer to the updated IRI Instructional Support Guide for further teaching suggestions for Grades 1-3 students as you design your Extended Reading Intervention Program.

Extended Reading Intervention Program

Questions and Answers

From where did the Extended Reading Intervention Program originate?

Idaho Code §33-1615: “The board of trustees of each school district shall establish an extended year state board approved reading program for students identified as below grade level on reading assessments in kindergarten through grade three (3). The program shall be the equivalent of forty hours of instruction.”

How much will the state reimburse to districts to provide this required program?

School districts and Independent Charter Schools (LEA) may receive state reimbursements of up to \$150 per eligible student to pay for salary, benefits, preparation time, teaching materials, student supplies and pre-and post-intervention testing. Districts and Independent Charter Schools (LEA) with less than 10 qualified students may receive a minimum of \$1,500.

Is additional money available for busing students to and from Extended Reading Intervention?

The state will reimburse \$30 per child for transportation to Extended Reading Intervention Programs. “Subject to an amount appropriated, instructional costs of the extended year reading intervention program shall be reimbursed by the state, with the exception of transportation which shall be reimbursed at an amount not to exceed thirty dollars (30.00) per student per session” (Idaho Code 33-1615).

How many times may a student participate in an Extended Reading Intervention Program?

The state will provide Extended Reading Intervention Program funds to reimburse forty hours of intervention one time per student during a particular school year.

Will districts receive 3.00 per student for administration of the required Woodcock Diagnostic Reading Battery (WDRB) pre- and post-intervention subtests, as is provided for administration of the Idaho Reading Indicator?

No. Districts must use Extended Reading Intervention program funds for WDRB pre- and post-intervention testing.

Is it necessary to use only certified teachers for instruction in Extended Reading Intervention programs?

No. The state recommends that districts hire certified teachers to supervise all Extended Reading Intervention programs. Districts may use trained educational assistants to provide instruction.

What teacher-pupil ratio does the state recommend for Extended Reading Intervention?

The state recommends that teachers work with groups of ten or fewer students.

Is it necessary to provide Extended Reading Intervention only during the summer?

Schools may opt to provide Extended Reading Intervention before and/or after school, on weekends, during summer or intercession breaks, and/or during the regular school day.

NOTE: Intervention during the regular school day is only approved for those schools whose normal instructional hours exceed the state minimum. For these programs, it must be documented in the program application that instructional hours exceed the state required regular hours of instruction (450 for kindergarten; 810 for grades 1-3). Intervention must supplement, rather than supplant regular reading instruction received during the school day.

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Questions and Answers

Can districts use some of their Extended Reading Intervention funds to assist students who received a “2” on the Idaho Reading Indicator?

Yes. The state recognizes that not all students who score a “1” on the Idaho Reading Indicator will actually participate in the intervention program. Therefore, based on priority of need, districts may serve other students who read near grade-level with reading intervention program funds. Districts must, however, offer students who receive a “1” on an Idaho Reading Indicator the opportunity to receive Extended Reading Intervention prior to those who receive a “2.”

Which Woodcock Diagnostic Reading Battery (WDRB) subtests does the state require for pre- and post-intervention for kindergarten through third-grade students?

Prior to and at the conclusion of reading intervention, kindergarten students must complete the Incomplete Words and Sound Blending subtests. These subtests not only provide individual scores, but also a Phonological Awareness Cluster Score.

First, second and third grade students must complete Letter Word Identification and Word Attack subtests. These subtests not only provide individual scores, but also a Basic Reading Skills Cluster Score.

How much time do these WDRB subtests require?

Each of the subtests requires from six to ten minutes to administer.

Who can administer the WDRB subtests?

Persons other than certified teachers may administer the WDRB subtests, provided they receive appropriate training.

Will the state purchase WDRB Complete Kits for new public schools?

Yes. New school building administrators may contact Chris Hanson, state reading coordinator, at cmhanson@sde.idaho.gov to request a WDRB Complete Kit.

I have lost or forgotten my school building WDRB password, where can I obtain it?

Contact Deborah Weatherspoon at ddweatherspoon@sde.idaho.gov for IRI and WDRB school password information. Passwords are only sent by email, directly to building principals.

Is it possible to purchase replacement WDRB Kits and/or individual test components?

Yes. Schools may order WDRB Kits directly from Riverside Publishing. (www.riverpub.com) Prices are subject to change, 2004 prices are listed below:

- WDRB Complete Kits (Test Book audio tapes, Examiner’s Manual, Norms Tables, and 25 Student Record Forms): #920900 \$343
- WDRB Scoring and Interpretive Program Software: Windows #920911/Macintosh #920915 \$219
- WDRB Cassette: (9-20907) \$9.85

Test booklets (Student Record Forms) are available from the SDE for intervention program eligible students. Test material is shipped from the SDE to district test coordinators ONLY, contact your district test coordinator for WDRB test booklets.

Extended Reading Intervention Program

Questions and Answers

How can persons receive training for administering the WDRB pre- and post-intervention subtests?

Idaho elementary schools received a copy of the videotape/CD that provides instruction for administering the subtests. New schools may request a copy of the CD from Chris Hanson, state reading coordinator, at cmhanson@sde.idaho.gov.

How do schools determine which kindergarten through third-grade students are eligible to participate in an Extended Reading Intervention Program?

In order to determine eligibility of students for an Extended Reading Intervention Program, the SDE requires districts to use all of the following criteria:

- a. Score of “1” on the fall, winter, or spring Idaho Reading Indicator, and
- b. Teacher recommendation; and
- c. Signed parent permission form.

Is it necessary for all students who receive a “1” on the fall, winter, or spring Idaho Reading Indicator to complete required Woodcock Diagnostic Reading Battery subtests?

No. Only students who meet the above criteria and will receive intervention services are required to be given the pre-and post-intervention WDRB subtests.

Why is it necessary to administer the Woodcock Diagnostic Reading Battery (WDRB) subtests in addition to the Idaho Reading Indicator?

The Idaho Reading Indicator is simply an “indicator” of a student’s reading ability. The WDRB subtests provide diagnostic information about each child’s strengths and weaknesses in order to be able to provide the most effective reading intervention possible.

Does the state recommend schools administer additional WDRB subtests?

Schools may administer any additional subtests to further diagnose students’ reading strengths and weaknesses.

How do schools receive additional student record forms (test booklets) for WDRB subtests?

Schools request additional WDRB test booklets from your district test coordinator. From the SDE, test material is requested by, and shipped to, district test coordinators only.

Why is it necessary to retest students at the conclusion of the Reading Intervention Program?

Idaho Code §33-1615 “Intervention program participation and effectiveness by school and district shall be presented annually to the state board, the legislature, and the governor.” In order for schools and districts to measure the effectiveness of their intervention programs, it is necessary to compare the difference in scores of a sensitive, reliable, and valid tool.

What is the state required number of instructional hours?

Each local school district sets the instructional hours for their students, using the state required minimum as a “base”. The state’s required minimum hours of instruction per school year are:

Kindergarten: 450 hours

Grades 1-3: 810 hours

Extended Reading Intervention Program

Questions and Answers

Must charter schools provide reading intervention for their kindergarten through third-grade students scoring “1” on the IRI?

Yes. As public schools, charter schools must provide a reading intervention program for qualified students.

When is the Extended Reading Intervention Program Application due?

School applications and assurance forms must be submitted by the first Friday in May. School districts will receive their reimbursement after the SDE has approved the submitted applications and received the faxed assurance forms from **all** the schools in the district.

When is the deadline for reporting the Extended Reading Intervention Program Evaluation?

Program evaluations, including WDRB scores must be submitted by the first Friday in September following the school year.

Must schools provide Extended Reading Intervention to Title I, Migrant, Limited English Proficient, and Special Education students with scores of “1” on the IRI?

Yes. All students who score a “1” on the IRI are entitled to receive Extended Reading Intervention provided with state funds. Schools must, therefore, offer forty hours of intervention to all Title I, Migrant, and Limited English Proficient students who score a “1” on the IRI.

Schools must also offer intervention to all Special Education students who participate in reading instruction during the regular school year and who score a “1” on the IRI. A student’s Individual Education Plan team must determine whether the school’s state-funded Extended Reading Intervention Program is appropriate for such students, or if instructional modifications and/or supports are needed to meet the student’s individual needs. Districts are not required to offer Extended Reading Intervention to Special Education students who do not participate in reading instruction during the regular school year. Such students are those who are exempt from taking the regular IRI, since they qualify for an alternate assessment.

Please Note: A student’s eligibility for participation in Extended Reading Intervention does not establish eligibility for Extended School Year (ESY) services under the Individuals with Disabilities Education Act (IDEA). Extended Reading Intervention would also typically not satisfy a district’s obligation to provide ESY under the IDEA.

Whom can I contact if I have specific questions regarding Extended Reading Intervention?

Contact Chris Hanson, state reading coordinator, at cmhanson@sde.idaho.gov.